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ABSTRACT

This SCANS/TEJAS document is a compendium of tests developed to assess basic workplace skills identified by the U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS). Designed primarily for use in community college classes, the SCANS/TEJAS tests can be used to assess what individuals know (cognitive domain) as well as what they do and value (affective domain). To measure the latter, there are 13 learning modules: (1) allocating money resources; (2) applying systems knowledge; (3) applying technology; (4) communicating information; (5) demonstrating appropriate social skills; (6) displaying creative thinking and problem solving skills; (7) displaying integrity and honesty; (8) displaying self-management skills; (9) exercising leadership; (10) exhibiting decision-making skills; (11) exhibiting listening skills; (12) negotiating conflict resolution; and (13) organizing information. These modules can be used for group instruction or individualized learning. They are not subject-matter specific so they can be adapted to any curriculum, with adjustments for education or reading level. The document contains the SCANS/TEJAS test itself, including self-check and practice activities, learning experiences, and a do/don't list. (AS)

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ED 423 001

SCANS/TEJAS®
Compendium

Test of **E**mployability: **J**ob **A**ptitude & **S**kills

&

TEJAS Learning Modules

Instructional Design Division
RICHLAND COLLEGE
Dallas County Community College District

U.S. DEPARTMENT OF EDUCATION
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SCANS/TEJAS

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SCANS/TEJAS
Test of Employability: Job Aptitude & Skills
AFFECTIVE ASSESSMENTS

1	ENHANCE BASIC SKILLS
1.1	Use Reading Skill
1.2	Use Writing Proficiency
1.3	Use Arithmetic Capability
1.4	Use Mathematics Skill
1.5	Perform Listening Skill
1.6	Demonstrate Speaking Competence
2	APPLY THINKING SKILLS
2.1	Display Creative Thinking
2.2	Exhibit Decision-Making Skill
2.3	Use Problem-Solving Skill
2.4	Apply Mind's Eye Concept
2.5	Use Appropriate Learning Techniques
2.6	Exhibit Reasoning Skills
3	DISPLAY APPROPRIATE PERSONAL QUALITIES
3.1	Exhibit Responsibility
3.2	Demonstrate Appropriate Self-Esteem
3.3	Demonstrate Appropriate Social Skills
3.4	Display Self-Management Skills
3.5	Display Integrity & Honesty
4	MAXIMIZE RESOURCE ALLOCATIONS
4.1	Apply Time Allocation Skills
4.2	Apply Money Allocation Skills
4.3	Apply Material & Facility Resource Allocation
4.4	Apply Human Resource Allocation Skills
5	USE INFORMATION SKILLS
5.1	Acquire Relevant Information
5.2	Evaluate Relevant Information
5.3	Organize Information Records
5.4	Maintain Information Records
5.5	Interpret Acquire Information
5.6	Communicate Acquired Information
5.7	Process Computerized Information
6	EMPLOY INTERPERSONAL SKILLS
6.1	Participate as Team Member
6.2	Teach Work Related Content
6.3	Serve Clients & Customers
6.4	Exercise Work Site Leadership
6.5	Negotiate Conflict Resolution
6.6	Respect Cultural Diversity
7	USE SYSTEMS CONCEPTS
7.1	Apply Systems Knowledge
7.2	Monitor Performance
7.3	Correct Performance
7.4	Improve Systems
7.5	Design Systems
8	USE TECHNOLOGY
8.1	Select Technology
8.2	Apply Technology
8.3	Maintain Technology
8.4	Troubleshoot Technology

Test of Employability: Job Aptitudes & Skills
SCANS/TEJAS
AFFECTIVE ASSESSMENT

GENERAL INFORMATION

The SCANS/TEJAS is a compendium of tests developed by Richland College, Dallas, Texas, to assess basic workplace skills identified in the U.S. Department of Labor, Secretary's Commission on Achieving Necessary Skills (SCANS), A Report for America 2000. The objective of the report was to clearly identify skills individuals need to be successful in any job.

The SCANS/TEJAS tests can be used to assess what individuals know (cognitive domain), as well as what they do and value (affective domain), about SCANS skills. The SCANS/TEJAS was designed primarily for use in community college classes. For example, test items related to the content goal, "acquiring relevant information," could be tailored to apply to math, English, or theater classes with only one or two words changed. These tests are also appropriate for individuals who want to assess their own or someone else's employability skills. Teachers may want to use the compendium as a large test item bank and simply cut and past e portions that are relevant to their class and delete the answers before printing. Normally teachers should only select one to four SCANS content goals on which to focus in a semester class. Instructors may want to use a TEJAS DO/DON'T list in class as a "strawman" for developing their own DO/DON'T list. Or, instructors may want the class to brainstorm without any preconceived notions and then compare the DO/DON'T list they develop to the appropriate TEJAS list. **Circle the appropriate rating for each item being assessed and total the score. The abbreviations used in the rating scales in this section are: U= Unacceptable, A= Acceptable.**

1 ENHANCE BASIC SKILLS

1.1 The student is to be evaluated on the content goal: USE READING SKILL. The rating will be based on performance on each of the items below.

DO LIST:	U A
A. locate relevant information	1 2 3 4 5
B. identify literal facts	1 2 3 4 5
C. identify main idea	1 2 3 4 5
D. interpret meaning	1 2 3 4 5
E. draw conclusions	1 2 3 4 5
F. skim material	1 2 3 4 5
G. possess current reading level assessment	1 2 3 4 5
H. maintain reading improvement plan	1 2 3 4 5
I. utilize reading improvement plan	1 2 3 4 5

DON'T LIST:	U A
A. refuse reading assistance	1 2 3 4 5
B. deny reading deficiencies	1 2 3 4 5

1.2 The student is to be evaluated on the content goal: EXHIBIT WRITING PROFICIENCY. The rating will be based on performance on each of the items below.

DO LIST:	U				A
A. exhibit grammar skills	1	2	3	4	5
B. spell, punctuate, and capitalize appropriately	1	2	3	4	5
C. structure sentences appropriately	1	2	3	4	5
D. structure paragraphs correctly	1	2	3	4	5
E. construct parallel statements	1	2	3	4	5
F. write concisely and clearly	1	2	3	4	5
G. sequence ideas appropriately	1	2	3	4	5
H. consider audience interests and abilities	1	2	3	4	5
I. proofread carefully	1	2	3	4	5

DON'T LIST:	U				A
A. deny writing deficiencies	1	2	3	4	5

1.3 The student is to be evaluated on the content goal: USE ARITHMETIC CAPABILITY. The rating will be based on performance on each of the items below.

DO LIST:	U				A
A. possess math level assessment	1	2	3	4	5
B. determine math level requirement	1	2	3	4	5
C. calculate whole numbers	1	2	3	4	5
D. calculate fractions	1	2	3	4	5
E. manipulate decimals correctly	1	2	3	4	5
F. determine percentage	1	2	3	4	5
G. express relationships as ratios	1	2	3	4	5
H. calculate reasonable estimates	1	2	3	4	5
I. interpret tables, graphs, and charts	1	2	3	4	5

DON'T LIST:	U				A
A. deny arithmetic deficiencies	1	2	3	4	5
B. display arithmetic phobia symptoms	1	2	3	4	5

SCANS/TEJAS Cognitive Assessment

SCANS/TEJAS
Form G: Employ Interpersonal Skills

General Information

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Content Goal: exercise work site leadership

TRUE/FALSE SECTION

TRUE 1. Leadership is using influence to move a group toward its goals.

FALSE 2. Leadership and power are the same thing.

FALSE 3. Autocratic leadership leads to group member satisfaction.

TRUE 4. Democratic decision making takes more time than other forms of decision making.

FALSE 5. Knowing WHEN to act assertively is the same as knowing HOW to act assertively.

TRUE 6. Conflicts can strengthen a relationship.

MATCH: May use answers more than once.

1. Match the EXAMPLES in the first column with the FORM OF POWER in the second column.

_(A)_ A parent who gives spankings
_(B)_ A safety expert at a meeting on laboratory safety

A. Coercive power
B. Expert power
C. Legitimate power
D. Referent power
E. Reward power

MULTIPLE CHOICE SECTION

1. The term "LEADERSHIP" is best described as

   A. being chairman of a group.
   B. having the ability to influence others.
   C. having the ability to make decisions.
   D. the ability to control others.
   ANSWER: B

2. A LEADER who determines policy, procedures, and tasks for the group without group participation is called a (an)

A. authoritarian leader.
B. conservative leader.
C. democratic leader.
D. laissez-faire leader.
ANSWER: A

Content Goal: negotiate conflict resolution

TRUE/FALSE SECTION

FALSE 1. Defensiveness is an example of positive feedback.

FALSE 2. Passive aggression is the best way to solve problems.

MATCH: May use answers more than once.

1. Match the BEHAVIOR WHICH IS FOLLOWED BY SILENCE in the first column with the MEANING OF SILENCE in the second column.

_(B)_ The audience for a play quiets as the curtain rises.
_(A)_ You are in charge of a meeting and say, "If no one disagrees, we'll begin with Item 1."

A. Agreement
B. Consideration
C. Disagreement
D. Gaining attention
E. Ignorance

2. Match the CHARACTERISTICS in the first column with the TERMS in the second column.

_(B)_ Single Channel
_(A)_ Unconscious

A. Nonverbal
B. Verbal

MULTIPLE CHOICE SECTION

1. Carol says, "Sure, I'd love to help," but her tone of voice shows she's angry. MOST listeners would think Carol

A. is an honest person.
B. is angry.
C. needs speech training.
D. wants to help.
ANSWER: B

2. A speaker who starts by telling how he wants his audience to respond is USING

A. an attention-getter.
B. direct persuasion.
C. indirect persuasion.
D. reasoning by sign.
ANSWER: B

SCANS/TEJAS LEARNING MODULES

The SCANS/TEJAS Learning Modules were developed by Richland College, Dallas, Texas to complement and support the SCANS/TEJAS compendium of tests which were created to assess basic workplace skills identified by the U.S. Department of Labor, Secretary's Commission on Achieving Necessary Skills (SCANS), A Report for America 2000. The objective of the report was to clearly identify skills individuals need to be successful in any job.

While the SCANS/TEJAS tests can be used to assess what individuals know (cognitive domain), as well as what they do and value (affective domain), about SCANS skills, the learning modules can be used to help individuals increase their knowledge and improve their attitudes concerning SCANS skills. There are 13 learning modules:

- Allocating Money Resources
- Applying Systems Knowledge
- Applying Technology
- Communicating Information
- Demonstrating Appropriate Social Skills
- Displaying Creative Thinking and Problem Solving Skills
- Displaying Integrity and Honesty
- Displaying Self-Management Skills
- Exercising Leadership
- Exhibiting Decision-Making Skills
- Exhibiting Listening Skills
- Negotiating Conflict Resolution
- Organizing Information

The learning modules can be used for group instruction or individualized learning. Authors of the modules addressed the materials to the community college level; however, these materials have not been field tested for validity or appropriate audience. The modules are not subject-matter specific so they could be adapted to any curriculum with adjustments for education or reading level.

DECISION-MAKING SKILLS

By

Jeana Remington
Martha Vines

**TEJAS MODULE IS
FUNDED BY A GRANT FROM THE
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INTRODUCTION

CONTENT GOAL:	Upon successful completion of this module the student will be able to exhibit **decision-making** skills. (Cognitive Domain--Synthesis Level)
LEARNING RATIONALE:	**The ability to make effective decisions is a skill that empowers a person to arrive at positive solutions to personal and professional problems while taking charge of his or her future.**
ESTIMATED COMPLETION TIME:	This is a self-paced module designed to be completed in an average amount of time. The specific time required for completion will vary from student to student based on his or her individual reading skills and learning environment. ***As an average, this module takes 2-3 hours to complete, not including enrichment activities.***
INSTRUCTIONS:	A. This is a self-contained module which includes all materials needed to complete all related exercises. No additional material is needed. B. Feel free to complete the enrichment activities if they would help you further understand the concepts covered in this module. C. Please read all associated materials prior to completing each exercise. D. After completing each self-check exercise, compare your answers with those provided on the answer page. E. If you miss any of the questions, please review the related material to ensure you fully understand that concept.
ENRICHMENT ACTIVITIES:	Enrichment activities are supplemental and provide for further study if so desired. ***Please note: These activities are not required to complete this module.***

LEARNING EXPERIENCE #1

Performance Objective #1: Read *"Exhibit Decision-Making Skills"* and be able to list the five Ds of decision making. You must complete the self-check activity with 100% accuracy. In completing the self-check, you may not refer to any of the information provided in the reading or any other additional information. You will be evaluated based on the decision-making skills described in the reading.

LEARNING ACTIVITY 1	ENRICHMENT ACTIVITY
Complete the self-evaluation on exhibiting decision-making skills on page 3. **Read *Exhibit Decision-Making Skills.*** **SELF-CHECK** **Answer the self evaluation questions and check your answers with the answer sheet.**	

SELF-EVALUATION
EXHIBITING DECISION-MAKING SKILLS

Self-Evaluation

To prepare you for this module, answer the following questions to get an idea of how familiar you are with the topic discussed. After reading each statement, circle the letter (Y, S, or N) most appropriate to your answer. Please think carefully about your answers, and rate yourself at the end.

Y = Yes or frequently *S = Sometimes* *N = No or never*

1. I regularly think about the way I make decisions.	Y	S	N
2. I make decisions with careful thought and planning.	Y	S	N
3. I gather information thoroughly when I make a decision.	Y	S	N
4. I know the "5 Ds of Decision-making."	Y	S	N

INTRODUCTION TO DECISION-MAKING

Decisions, decisions! Our decisions define our lives. What we do tomorrow is largely propelled by the choices we make today. Our lives in the next decade will be shaped by the plans we carry out this year. We can let decisions overwhelm us like rushing floodwaters, or we can use decisions to launch us like rockets toward a future of our own design. Carrying out decisions that boost us toward our goals begins with good thinking and ends with committed action.

Two kinds of thinking are involved in decision-making. The first kind of thinking involves narrowing your thoughts to focus on specifics. This is called *convergent thinking*. You use convergent thinking to get to the real issue or to choose one solution out of many possibilities.

The second kind of thinking used in decision-making is called *divergent thinking*. This kind of thinking is expansive. You open up lots of possibilities, listen to many viewpoints, consider multiple perspectives. You use divergent thinking to generate ideas or to consider the effects of a decision you've already acted upon.

Combining these two types of thinking into the decision-making process can be tricky because they use opposite approaches. You have to be aware of when each will serve your purpose best or when a combination of the two types is needed to think through an issue you are trying to make a decision about. The "Five Ds of Decision-making" will help you incorporate these forms of good thinking

The 5 Ds of Decision Making

STEP #1 DESCRIBE

Use convergent thinking to find the truth about the issue you must decide. It is important to be able to recognize your real opportunity or problem. Look at the reality of your situation and compare it to your desired situation. The difference between your reality and your desire is where your decision point lies. Then, describe this difference in writing. You can help yourself focus by describing the problem in words. Your desired result is your hypothesis. For example, you are having trouble getting to class on time in the mornings. If you lived nearer the school, it wouldn't take you so long to drive to class. So, you hypothesize "I need to move to an apartment nearer the college so that I can get to class on time." This seems pretty focused. You've stated the real problem which is that you need to get to class on time. The next step is to test your theory.

STEP #2 DISCOVER

You test the truth about your issue which reveals the possibilities for a solution by discovery. Using divergent thinking, you search for all the information you can find to help you with your decision.

First gather information. Get the facts. Get the facts from other people who may be involved in or affected by your decision. Get data from other resources, such as books, videos, or electronic resources, that will add information to your decision. While you are getting the facts, be sure to search out not only information that supports your analysis of the situation, but also information that tends to oppose your perspective. Divergent thinking means to look at the situation for every possible angle.

Get the opinions. Talk to people, especially those affected by your decision, in order to get their perspective on the issue. Find out how a different individual might solve a similar problem. Ask for suggestions about your decision. When you ask, be sure to LISTEN!

Get the feelings. Understand how your decision will affect others. Also, recognize that you may have some feelings about your decision that you don't expect. Take time to think about and acknowledge your feelings about the decision. Be sensitive to your own and others' expectations or fears related to your decision. Feelings affect the outcome of your decision.

Second, examine the information you have gathered. Examine the facts and get rid of hasty conclusions. If you or one of your resources have been jumping to conclusions based on too few facts, delete these conclusions now or research more facts.

Examine the opinions. Get rid of poor thinking. Delete "all-or-nothing" thinking which says "if you don't do it my way, you can't do it at all." Delete wishful thinking which relies on a dreamy version of the truth to avoid the real issue.

Examine the feelings. Get rid of disrespect for emotional arguments. Recognize that feelings are real, at least they shape our perception of reality. They can also be changed by respectfully considering the underlying fears.

Recognize that intuition is often a signal of sensitivity to an, as yet, unrecognized reality.

Resist making a decision based completely on emotion while keeping respect for the feelings of those affected by a decision, including *yourself.*

Third, formulate or revise your tested ideas into a decision statement followed by your reasoning.

Fourth, question all parts of your decision statement. After analyzing the information you've gathered, are you certain that your statement expresses the truth about your decision?

So Let's apply these four processes to an example. *I need to move to an apartment nearer the college so that I can get to class on time.*

Here are some of the facts you uncovered:

Classes start at 8 a.m.
There are five apartment complexes closer to the college.
Rent is $425-550 per month.
Current rent is $375 per month which is about all I can afford.
Roomie says I need to learn to get up as soon as the alarm sounds.
I work until midnight at the video store on week nights.
I rarely go to sleep before 2 a.m.

After looking at the facts and looking at your question, you realize that it isn't going to work for you economically to move to a new apartment. You also begin to see that maybe the problem is not the distance to the college but the rest of your schedule. Therefore, your first task is to restate the issue. *I need to change something about my lifestyle so that I can get to class on time.*

At this point, you may have to cycle through the DISCOVER phase again, asking the questions and looking at the information. When you're certain you have the whole picture, it's time to focus again on the third step.

STEP #3 DEVELOP

First visualize possible solutions. Narrowing the focus again, you are ready to develop a solution to the issue you face. In order to arrive at a workable decision, you need to visualize possible solutions. Which option best fits with your overall goals? Which option is consistent with your personal values? What risks might be associated with each option? What is your desired result? What is the worst thing that can happen if you follow one option or another?

Second, choose one option. You will have to make a commitment. Select the option that seems to be the most workable. Then, refine it. Consider the possible benefits. Consider the possible problems. Adjust your planned actions to minimize the potential negative results.

Third, approach the solution positively with a positive attitude. Expect success. Your enthusiasm and hope will help others to appreciate your decision as you move to the next step in the process.

STEP #4 DO

Avoid the "paralysis of analysis." With commitment and a positive attitude, apply the decision you have made. When you have gone through the process of carefully looking at an issue and evaluating options, you must put your thoughts into action. In fact, not deciding is a form of decision making, too. It's the decision to let someone or something else resolve the issue for you. You may not like the consequences if someone else decides. Just do it!

STEP #5 DETERMINE

The decision-making process seems to be over. You've implemented your decision and some of the results are good, some not so good. Now's the time to evaluate and determine whether your plan worked. Monitor the results. Take a look at the benefits and risks you predicted earlier.

Was it the wrong decision? Sometimes you work carefully and hard, but you still make a mistake. Don't be discouraged. Use the information you have from this decision-making process to begin to define new solutions to the next decisions.

Was it the right decision? Look at what you did right and remember it for next time.

More likely your results were mixed. That's how most of our decisions usually end up. We see some very positive outcomes along with some negative ones. Make a note of the positive results and remember to use them again. Use the negative results as teachers who will show you how to improve future decisions.

By using the 5D plan, you can systematically put together a plan of action. Whatever the results, by taking charge of your decisions, you take charge of your future. Carrying out your decisions shapes your success.

SELF-CHECK ACTIVITY #1

Name_____ **Course**_____ **Date**_____

List the five "Ds" of Decision making in order:

STEP #1 _____

STEP #2 _____

STEP #3 _____

STEP #4 _____

STEP #5 _____

ANSWERS TO SELF-CHECK #1

STEP #1	Describe
STEP #2	Discover
STEP #3	Develop
STEP #4	Do
STEP #5	Determine